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ABSTRACT

In this news release, United States Secretary of Education Richard W. Riley states that a record 51.7 million students will enter the nation's classrooms in the Fall of 1996. Enrollment is expected to reach 54.6 million students in public and private elementary schools in the year 2006. The Secretary noted that nationwide about 190,000 additional teachers and some 6,000 more schools will be needed over the next 10 years to accommodate what demographers call the "baby-boom echo"--the children of the so-called baby-boomer generation who are now in school. States expected to experience an overall jump of more than 10 percent in enrollments over the next decade include Alabama, Alaska, Delaware, Hawaii, Maryland, Oregon, and Washington. In all, 33 states will have rising enrollments. Secretary Riley cited four factors for rising enrollments--a delay in marriage and child bearing among baby boomers, a higher birth rate among minorities, immigration, and students staying in school longer. High school enrollment will increase by 15 percent nationwide over the next decade, and the number of students attending America's colleges will grow by some 2 million. Riley asserts that if American society provides all students with the skills and knowledge demanded by the jobs of the next century, America can expect rising incomes and solid economic growth. Methodological notes, 12 figures, and 8 tables are included. (LMI)

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U.S. DEPARTMENT OF EDUCATION

A BACK TO SCHOOL SPECIAL REPORT:

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THE BABY BOOM ECHO

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August 21, 1996

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The Baby Boom Echo

Between 1996 and 2006.....

Total public and private school enrollment will rise from a record 51.7 million to 54.6 million;

Public high school enrollment is expected to increase by 15 percent;

The number of high school graduates will increase 17 percent, 14 percent by 2001;

About half of the states will have at least a 15 percent increase in the number of high school graduates, with the Western states having almost a 30 percent increase in high school graduates;

College enrollment is projected to rise by 14 percent;

Hispanic-Americans and Asian-Americans will be the fastest growing segments of the student population.

To maintain current K-12 student service levels in 2006, the nation will need about.....

190,000 additional teachers;

Over 6,000 more schools;

Approximately $15 billion in additional annual operating expenditures.

By 2030, the maturing of the baby boom echo generation will stabilize a long-term decline in the ratio of workers to retirees at 2.6 to 1.

INVESTING IN AMERICA'S FUTURE

A Statement by
U.S. Secretary of Education
Richard W. Riley

Twenty-five years after the baby boom generation set a national record for school enrollment at 51.3 million students, the record is about to be broken. It is fitting that the children of the baby boomers are doing the record breaking.

With 51.7 million children going to school this fall -- a new national record -- we have a lot of children in our schools striving for excellence. Demographers call this phenomenon the baby boom echo. This special back-to-school report seeks to describe the many aspects of this baby boom echo and its implications for education.

One thing is clear: With so many young people coming of age and needing a quality education to prepare for the future, America will surely be tested on whether we will invest in time, energy and resources so that these children and this nation can look to the future with confidence.

Some will certainly look at this rising wave of students as a liability, but in the long run they are a tremendous asset to our nation -- ***if we educate them well***. If we commit now to giving these young people a first-class education, we can assure ourselves that they will grow up to be independent, self-sufficient, and responsible citizens. Equally important for baby boomers now starting to contemplate their retirement, these young people represent the work force of tomorrow -- the very people who will be working to support the baby boomers in retirement.

CASE STUDY #1: The rolling hills of Loudoun County, Va., mark the beginning of horse country west of Washington, D.C., but the county's emergence as a bedroom community for the nation's capital has school enrollments growing at a gallop.

Loudoun County's under-19 population has grown almost 40 percent in the last four years and is expected to continue growing. Loudoun County's enrollment is projected to grow over the next five years from 21,955 students this fall (the first time that Loudoun County eclipsed the 20,000 mark) to 34,762 students in 2001-02. Besides four schools that are now under construction, the district's six-year capital improvement plan calls for the construction of 11 elementary schools, two middle schools and three high schools, as well as more than $22 million in technology investments over the next three years. District planners say that the growth is spurred by the county's influx of young families. The number of kindergartners entering the system annually exceeds the number of high school graduates by several hundred.

There are no signs of the growth rate letting up anytime soon. New home construction continues to grow in Loudoun County, and county zoning officials have opened the way for developers to build another 53,000 residential units.

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The facts of the baby boom echo speak for themselves. As the chart on page 9 indicates, the 1996-97 school year represents only the mid-point of a 20-year trend of rising school enrollments. By the year 2006, America's schools will have to educate 54 6 million children -- almost 3 million more than today.

Four key factors account for rising enrollments. The most significant factor, accounting for half of the current growth rate, is a delay in marriage and child-bearing among baby boomers. A higher birth rate among African-Americans, Hispanic-Americans and other minorities is a second important reason why enrollment is on the rise.

Increased immigration represents a third factor. School systems in America's gateway cities, including New York, Los Angeles and Miami, have been the first to feel the direct impact of new immigration patterns. A fourth trend is that larger numbers of children are enrolled in pre-K and kindergarten and more young people are staying in school to get their high school diplomas. In 1995, 37 percent of 3-year-olds, 61 percent of 4-year-olds, and 90 percent of 5-year-olds were enrolled in center-based programs or kindergarten. Overall, the dropout rate for 16-to-24-year-olds has declined from 14 percent in 1982 to 12 percent in 1994.

CASE STUDY #2: For more than a decade, the Clark County, Nev., School District has ranked among the fastest growing districts in the nation. Enrollment in Clark County has almost doubled over the last decade, growing from 95,416 students in 1986-87 to an enrollment of 179,169 for the coming school year. Clark County Superintendent Brian Cram, who will oversee the opening of 15 new schools in the next two years, expects enrollment in his district to top a quarter of a million students by 2002.

Managing and financing such explosive growth is a constant concern for the district. Voters approved a $605 million bond issue in 1994 to finance the construction of 24 new schools and renovations at 114 existing schools. Those projects are already inadequate to meet the needs of the district, which is going back to the voters this fall seeking a $643 million bond issue.

A key component of the district's growth management strategy is a cooperative working relationship between the district and the City of Las Vegas. The city paid for infrastructure costs such as streets, sewers, and athletic fields at some new campuses, while the district opens schools to city residents for athletics and day care when schools are not in session.

What makes this growth trend different from the surge in the late 1960s is that this current growth trend is a long, slow, rising wave, and we see no immediate fall-off. Educators faced with rising enrollment in the 1960s could anticipate a sharp decline in the need to build schools in the 1970s. Many schools districts, therefore, met the demand for schooling by using portable classrooms and/or going to double sessions. Today, some school districts are already using many of these stop-gap strategies, which may not be sufficient to accommodate the continued growth in the years ahead.

Much of the growth, as the chart on page 10 indicates, is in the Far West and the Southeast. In all, 33 states face rising enrollments while 17 states and the District of Columbia will see a decline in their overall student population. School enrollment will increase by 14 percent in the West and 6.3 percent in the South, while the school-age population in the North and the Midwest remains basically stable.

California, the state that often leads America into the future, is the epicenter of school enrollment pressures. In 1996, a total of 5.8 million children will answer school bells all over California. Ten years from now, 6.9 million children will be attending schools in California, an 18.3 percent increase for a total of 1,063,000 students. Other states facing sharply escalating enrollments include Texas, Washington, Georgia, Virginia, North Carolina, and New Jersey. The District of Columbia, North Dakota and Maine will see the sharpest fall-off in overall student population.

America's elementary and secondary schools will also become more diverse in the next 10 years. Between 1995 and the year 2005, for example, Hispanic-Americans between the ages of 5 and 17 will increase by 2.4 million. African-Americans in this same age group will increase by 1.1 million. Asian-Americans and other minorities will number an additional 1.1 million. In contrast, the White non-Hispanic student population will grow more slowly, increasing by only 500,000 over the same 10-year span.

Much of the pressure to build schools is occurring in suburban areas as a result of out-migration from cities and the number of young people who now make up the baby boom echo. "Between 1985 and 1990, 103 million Americans moved," said Harold L. Hodgkinson, a demographer with the Institute for Educational Leadership. "During the 1980s, we left small towns, rural areas, and center cities and moved to the suburbs, where over half of Americans now live." As a result, many suburban school systems have been pushed to the limit to meet rising enrollments. In suburban Atlanta, Gwinnett County Public Schools Superintendent Alvin Wilbanks said, "Gwinnett County has to build three new classrooms every week for the rest of the decade."

CASE STUDY #3: Fast-paced growth is an Olympic-sized issue for the Gwinnett County, Ga., Public Schools northeast of Atlanta. Gwinnett County school officials expect that their district will become the largest in Georgia by the end of the decade.

Overcrowded schools are already a problem there as 30 Gwinnett County schools enroll at least 100 students more than their designed capacity. To maintain current class sizes, Gwinnett County needs to build 778 classrooms by the end of the decade, and hire about 570 new teachers annually -- more than 300 of whom will be recruited for newly created positions.

Gwinnett County Superintendent Alvin Wilbanks says that a major challenge in managing that growth is to build schools that are not too big. He cited a new Gwinnett middle school that will open this fall to an enrollment of 2,150 students -- a larger figure than he wants, but a move that is necessitated by the influx of new students.

The impact of fast growth across Georgia led the state legislature to place a referendum on the November ballot asking voters whether to allow local school boards to seek a temporary sales tax increase as a way to finance school construction.

A current feature of the baby boom echo is well worth noting -- a significant number of the young people who make-up the baby boom echo are approaching their teen years and they will soon be filling up our nation's high schools. In the next 10 years, public high school enrollment is expected to increase by 15 percent. California, for example, will have to find seats for an additional 525,000 high school students. Other states that will see significant increase in high school enrollments include Virginia (25.4 percent), North Carolina (24.9 percent), New Jersey (24.9 percent) and Maryland (24.6 percent). Six states -- Arizona, Nevada, New Mexico, New Hampshire, Florida, and Maryland -- will see an increase of 30 percent or more in the number of high school graduates.

What are we to make of all this growth and the implications that educators and policy makers need to think through?

For many parents the foremost issue is the size of their children's schools and whether their children get the needed individual attention. In 1992-1993 the average elementary school had 464 students and the average secondary school had 689 students. School districts in many high-growth areas will be hard pressed to meet this average. A recent study by the National Association of Secondary School Principals, titled ***Breaking Ranks: Changing an American Institution,*** suggests that our nation's schools become more "personalized." It recommends organizing schools into "units of no more than 600 students so that teachers and students can get to know each other better."

Class size is a persistent issue, and it will be even more so in the coming years. In 1993-94 the national average for class size was 25.2 students in elementary schools and 23.2 for secondary schools. Many of the states that already have large schools and crowded classrooms will be the states that continue to have significant enrollment increases. In the next 10 years, more than 6,000 new schools must be built to accommodate the children who make up the baby boom echo. Many local school boards, therefore, will face the task of finding the resources to build new schools and recruit additional well-trained teachers to keep class size down.

In addition, many school districts are already renovating and updating school buildings to meet the demand to get new technologies into the classroom. Modernizing schools and investing in technology will also require additional financial resources. Florida, for example, has spent $75 million modernizing 322 schools over the last three years. As we have seen most recently with California's **Net Day**, the American people are eager to invest in their children's future and ingenious and inexpensive ways can be found to get the job done.

As we move into this new Information Age, America must have a high quality teaching force that can excite and energize all of our young people. We estimate that America's schools will need an additional 190,000 teachers in the next 10 years (page 22). Some former teachers who are re-entering the profession to meet this new demand will have to brush up on their skills to teach to new high standards. Our colleges that prepare teachers must ensure that their graduates are ready to teach to these new high standards and to use new technologies as effective teaching tools.

Teachers must also learn new ways to involve parents in the learning process. Thirty years of research tells us that the starting point of putting children on the road to excellence is parental involvement in their children's education. The American family is the rock on which a solid education can and must be built. Yet, too often parents remain the missing link in the education equation in too many schools and for too many students.

On another front, the rising tide of high school students suggests that there may be greater competition to gain admission to our nation's colleges and universities in a few short years. America's young people know the value of a good college education and many more of them expect to get a college education. Now is the time for parents of middle school and junior high students to sit down with their children and chart a course that will prepare those youngsters for a college education.

CASE STUDY #4: The Broward County, Fla., Public Schools already ranks among the largest school systems in the nation with more than 218,000 students, and it continues to grow at a phenomenal rate. Although the district added 37 new schools and refurbished many existing schools over the past seven years, the district's projected capital needs over the next seven years total $2.4 billion. Funding from identifiable sources to date totals only $1 billion, leaving a projected shortfall of $1.4 billion.

Portable classrooms are such a commonplace part of the school system that some refer to Broward County as the "portable capital of the world" -- 2,144 portable classrooms are in use there. Thousands of other students attend classes in areas intended to be music and science rooms, labs, auditoriums, and other makeshift areas. Broward officials say that the district is adding 10,000 students a year. Broward's proximity to Miami, one of our nation's gateway cities, means that many of these children are recent immigrants.

Meanwhile, the space crunch is impeding the system's efforts to make greater use of technology in the classroom. The goal of Broward Superintendent Frank Petruzielo is to provide a minimum of four computers in every classroom for student use and one computer for teacher use. Petruzielo says that the goal is not reachable in the near future under the system's current funding outlook.

By the year 2006 college enrollments will climb to 16.4 million, an increase of 14 percent from 1996, adding two million more students to college rolls. California's system of public higher education is already under great pressure to accommodate the rising demand for a college education.

Finding ways to finance the college education of all of these young people should be very high on our national agenda in the immediate future. In my opinion, no high school student who works hard to make the grade should be denied the opportunity to get a college education because he or she cannot afford to go to college. Access to higher education has been part of our national purpose for well over 50 years and we cannot close this door of opportunity.

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Another factor of consequence: Many more of our young people are now living in poverty. In 1970, near the peak of the last enrollment high, the number of young people living in poverty barely exceeded 10 million. In 1995, the number of young people who were struggling reached 15.7 million. The sheer drag of poverty can deter even the brightest young person. As a nation, we need to get our priorities straight. Changing our expectations of what poor and disadvantaged children can achieve is central to helping them to learn their way out of poverty. The era of dumbing down American education is over, and nothing will be gained by continuing to give some young people living in poverty a watered-down curriculum.

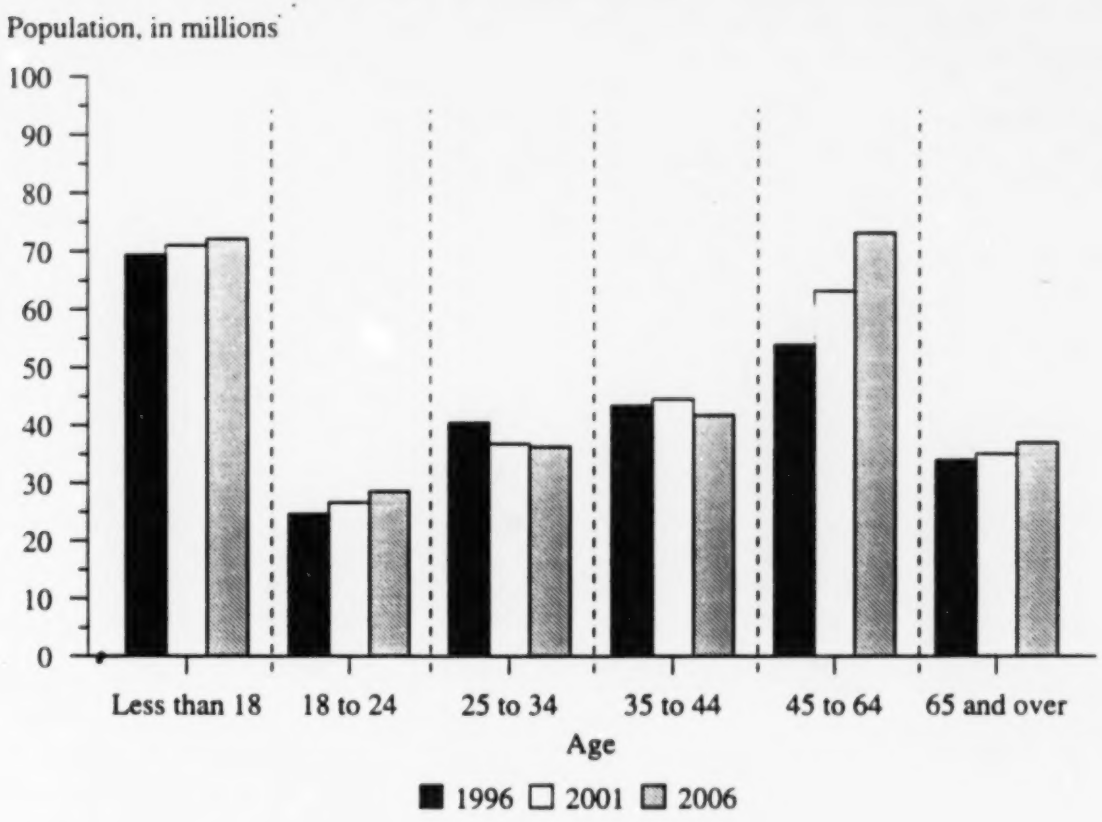
Many of the young people who make up this baby boom echo are entering their teen years, struggling with all the many ups and downs that are a part of adolescence and coming of age. We can take their education for granted and allow these young people to drift through school, shaped by peer pressure and the pop culture that surrounds them. Or we can look to the future and recognize that now is the time to mold their character, teach them basic American values, help them to become good citizens, and give them an education of high quality. To my way of thinking, there is no more important task for this nation in this post-Cold War era than helping American families in the education of their children.

America's task is to mobilize all of our citizens and resources to give all of our young people the education they deserve. We must make sure that they learn how to read and learn the core academic subjects to high standards; that they go to schools that are havens of order and safety; that we set the highest standards for our teaching profession; that we make sure that every school in this nation offers students access to computers and the Internet; and that we keep open wide the doors of opportunity that lead to a higher education.

Above all, we must recognize that our schools cannot do it alone. Every part of the broader American community must pull together to give all of our young people the opportunity to gain an education of high quality. The success and freedom of being an American in this day and age is the freedom of excellence -- the ability to be highly educated and highly trained, to negotiate a complex economic environment, and to become productive and responsible citizens.

Richard W. Riley
U.S. Secretary of Education

Population projections, by age: 1996 to 2006

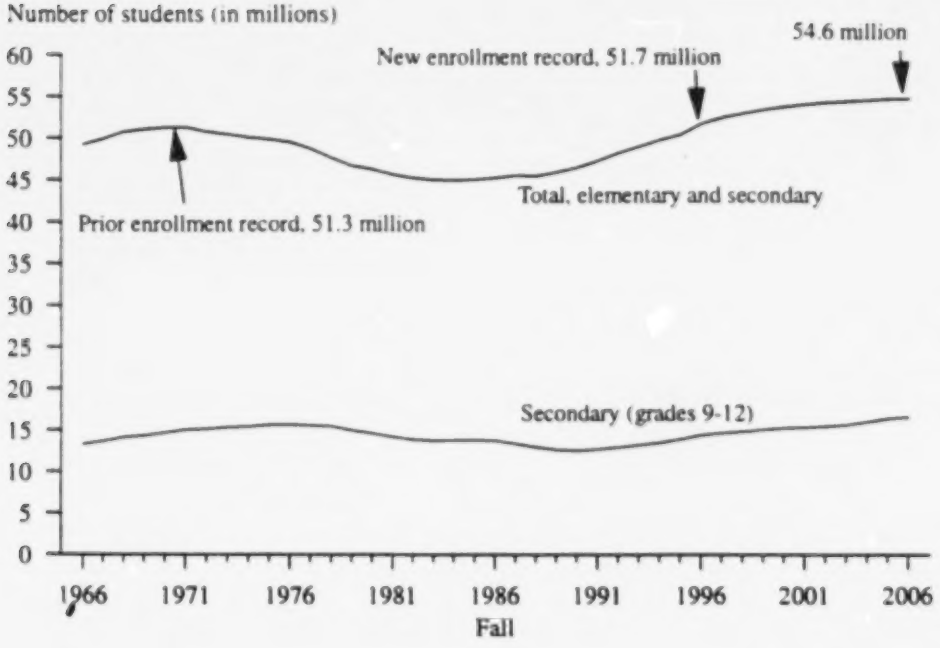


The "baby boom echo" is evident when population projections are broken down by age groups, showing that the under 25 categories and the baby boomers (45 and over) stand out as growing population segments.

In contrast to the rapid rise in the number of 45- to 64-year-olds, the number of people in the 25 to 34 and 35 to 44 age brackets is expected to decline.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *U.S. Population Projections, by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*, PPL-41.

Enrollment in public and private elementary and secondary schools: Fall 1966 to Fall 2006



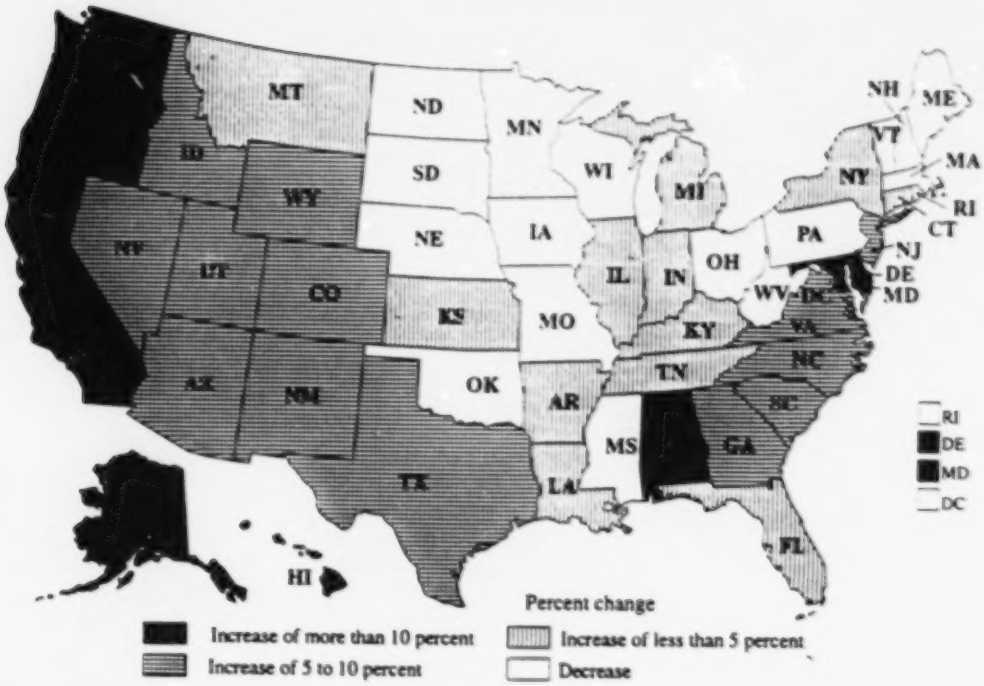
In fall 1996, public and private school enrollment is projected to surpass the previous high set in 1971, and is expected to increase every year through 2006.

From fall 1971 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1995, enrollment increased at the elementary level. Between fall 1996 and fall 2006, elementary enrollment is projected to grow by 2 percent, from 37.3 million to 38.1 million, while secondary enrollment is expected to rise by 15 percent, from 14.4 million to 16.5 million.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996* (forthcoming).

Percent change in public elementary and secondary enrollment, by state: Fall 1996 to Fall 2006



Increases in public elementary and secondary enrollments are expected to occur in most states across the nation, with the largest increases expected in the West, where an additional 1.5 million students are projected over the next ten years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2006*.

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Enrollment in grades K-12 in public and private elementary and secondary schools, by region and state: Fall 1986, 1996, 2001, and 2006

(In thousands)

Region and state	1986	Projected 1996	Projected 2001	Projected 2006	Percent change, 1986 to 1996	Percent change, 1996 to 2006	Percent change, 1986 to 2006
Public and private	45,205	51,683	53,933	54,615	14.3	5.7	20.8
Private	5,452	5,798	6,042	6,086	6.3	5.0	11.6
			Public schools				
Public, total	39,753	45,885	47,891	48,528	15.4	5.8	22.1
Northeast	7,295	8,055	8,251	8,121	10.4	0.8	11.3
Connecticut	469	527	541	534	12.3	1.4	13.9
Maine	212	219	211	205	3.3	-6.4	-3.3
Massachusetts	834	930	945	911	11.5	-2.0	9.3
New Hampshire	164	196	195	191	19.8	-2.7	16.5
New Jersey	1,107	1,229	1,317	1,337	11.0	8.8	20.8
New York	2,608	2,862	2,936	2,897	9.7	1.2	11.1
Pennsylvania	1,674	1,832	1,846	1,791	9.5	-2.2	7.0
Rhode Island	135	154	155	151	14.2	-1.9	12.0
Vermont	92	106	105	102	14.9	-3.2	11.2
Midwest	9,871	10,666	10,797	10,699	8.1	0.3	8.4
Illinois	1,825	1,966	2,032	2,042	7.7	3.8	11.9
Indiana	967	990	1,025	1,036	2.3	4.7	7.2
Iowa	481	507	497	485	5.4	-4.4	0.7
Kansas	416	481	485	485	15.7	0.7	16.6
Michigan	1,597	1,674	1,720	1,723	4.8	2.9	7.9
Minnesota	711	849	843	816	19.4	-3.9	14.8
Missouri	801	898	895	881	12.1	-1.8	10.0
Nebraska	267	294	293	289	10.0	-1.6	8.2
North Dakota	119	118	112	109	-1.2	-6.9	-8.1
Ohio	1,794	1,846	1,861	1,833	2.9	-0.7	2.2
South Dakota	125	150	147	144	20.0	-4.2	15.0
Wisconsin	768	894	888	856	16.5	-4.3	11.4
South	14,312	16,384	17,129	17,414	14.5	6.3	21.7
Alabama	734	753	809	844	2.6	12.1	15.0
Arkansas	437	454	462	466	4.0	2.5	6.5
Delaware	94	117	133	138	24.1	18.7	47.2
District of Columbia	86	78	71	72	-9.9	-7.6	-16.7
Florida	1,607	2,235	2,341	2,333	39.1	4.4	45.2
Georgia	1,096	1,324	1,404	1,436	20.8	8.5	31.1
Kentucky	643	662	670	670	3.0	1.2	4.2
Louisiana	795	795	793	804	0.1	1.1	1.1
Maryland	676	838	908	931	24.0	11.0	37.7
Mississippi	499	507	503	506	1.5	-0.2	1.3
North Carolina	1,085	1,207	1,296	1,316	11.2	9.1	21.3
Oklahoma	593	619	614	615	4.4	-0.7	3.7
South Carolina	612	668	700	716	9.2	7.1	17.0
Tennessee	818	905	941	945	10.7	4.4	15.5
Texas	3,210	3,791	3,971	4,090	18.1	7.9	27.4
Virginia	975	1,122	1,208	1,232	15.1	9.8	26.4
West Virginia	352	309	304	302	-12.3	-2.2	-14.2
West	8,275	10,780	11,713	12,294	30.3	14.0	48.6
Alaska	108	137	149	153	27.0	11.7	41.8
Arizona	535	789	835	840	47.4	6.5	57.0
California	4,378	5,815	6,447	6,878	32.8	18.3	57.1
Colorado	558	670	707	710	20.1	5.9	27.2
Hawaii	165	205	218	229	24.4	11.7	39.0
Idaho	208	246	255	263	18.1	7.1	26.4
Montana	153	168	168	168	9.7	0.1	9.7
Nevada	161	270	294	294	68.0	8.7	82.7
New Mexico	282	349	366	379	23.7	8.7	34.4
Oregon	449	549	586	610	22.2	11.2	35.9
Utah	416	485	502	532	16.6	9.8	27.9
Washington	761	996	1,085	1,129	30.8	13.4	48.3
Wyoming	101	102	102	108	0.9	6.0	7.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Education Statistics to 2006.*

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Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1996 to Fall 2006

(In thousands)

State	Projected enrollment		Number of additional students, 1996 to 2006
	1996	2006	
California	5,815	6,878	1,063
Texas	3,791	4,090	298
Washington	996	1,129	133
Georgia	1,324	1,436	113
Virginia	1,122	1,232	110
North Carolina	1,207	1,316	110
New Jersey	1,229	1,337	109
Florida	2,235	2,333	98
Maryland	838	931	92
Alabama	753	844	91
Illinois	1,966	2,042	75
Oregon	549	610	62
Arizona	789	840	51
Michigan	1,674	1,723	49
South Carolina	668	716	48

Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1996 to Fall 2006

State	Projected enrollment (In thousands)		Percent change, 1996 to 2006
	1996	2006	
Delaware	117	138	18.7
California	5,815	6,878	18.3
Washington	996	1,129	13.4
Alabama	753	844	12.1
Hawaii	205	229	11.7
Alaska	137	153	11.7
Oregon	549	610	11.2
Maryland	838	931	11.0
Virginia	1,122	1,232	9.8
Utah	485	532	9.8
North Carolina	1,207	1,316	9.1
New Jersey	1,229	1,337	8.8
Nevada	270	294	8.7
New Mexico	349	379	8.7
Georgia	1,324	1,436	8.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2006.*

Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1996 to Fall 2006

(In thousands)

State	Projected enrollment		Number of additional students, 1996 to 2006
	1996	2006	
California	1,586	2,111	525
Texas	1,027	1,165	138
Florida	597	713	117
New York	844	960	116
North Carolina	328	409	82
New Jersey	327	408	81
Virginia	305	383	78
Illinois	563	634	72
Washington	294	363	69
Georgia	361	424	63
Maryland	226	282	56
Massachusetts	250	303	52
Pennsylvania	553	601	48
Michigan	470	516	47
Tennessee	255	293	38

Fifteen states with the largest percent increase in enrollment in grades 9 to 12 in public schools: Fall 1996 to Fall 2006

State	Projected enrollment (In thousands)		Percent change, 1996 to 2006
	1996	2006	
California	1,586	2,111	33.1
Virginia	305	383	25.4
North Carolina	328	409	24.9
New Jersey	327	408	24.9
Maryland	226	282	24.6
Nevada	75	92	23.5
Washington	294	363	23.4
Alaska	37	45	22.6
Massachusetts	250	303	20.9
Delaware	33	39	19.8
Florida	597	713	19.5
Oregon	162	193	18.8
District of Columbia	20	24	18.6
Colorado	189	224	18.4
Arizona	216	253	17.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2006.*

Twenty-five districts with the largest enrollment increases: Fall 1983 to Fall 1993

School district	State	Rank	Enrollment		Enrollment increase, 1983 to 1993	Percent change, 1983 to 1993
			1983	1993		
Los Angeles Unified	California	1	547,906	639,129	91,223	16.6
New York City	New York	2	918,358	1,005,521	87,163	9.5
Dade County School District	Florida	3	222,058	308,465	86,407	38.9
Broward County School District	Florida	4	125,744	189,862	64,118	51.0
Clark County School District	Nevada	5	89,680	145,327	55,647	62.1
Palm Beach County School District	Florida	6	70,818	122,145	51,327	72.5
Gwinnett County School District	Georgia	7	38,219	76,482	38,263	100.1
Orange County School District	Florida	8	78,745	113,638	34,893	44.3
Guilford County	North Carolina	9	24,237	54,451	30,214	124.7
Fresno Unified	California	10	49,222	76,349	27,127	55.1
Mesa Unified School District	Arizona	11	41,113	67,639	26,526	64.5
Knox County School District	Tennessee	12	26,796	51,742	24,946	93.1
Hillsborough County School District	Florida	13	110,562	135,104	24,542	22.2
Moreno Valley Unified	California	14	8,561	31,621	23,060	269.4
Cobb County School District	Georgia	15	55,043	77,563	22,520	40.9
Cypress-Fairbanks Ind. School District	Texas	16	26,378	48,252	21,874	82.9
Montgomery County Public Schools	Maryland	17	92,595	113,429	20,834	22.5
Duval County School District	Florida	18	99,163	119,785	20,622	20.8
Northside Ind. School District	Texas	19	35,087	54,992	19,905	56.7
Virginia Beach City Public Schools	Virginia	20	55,131	74,880	19,749	35.8
Wake County	North Carolina	21	53,728	73,263	19,535	36.4
Fort Bend Ind. School District	Texas	22	23,122	41,981	18,859	81.6
Hawaii Department of Education	Hawaii	23	162,024	180,529	18,505	11.4
Brevard County School District	Florida	24	44,413	62,556	18,143	40.9
Elk Grove Unified	California	25	14,106	32,038	17,932	127.1

NOTE: Some changes may be affected by school district boundary changes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys.

Projected enrollment in selected school districts: 1996-97 to 2000-01

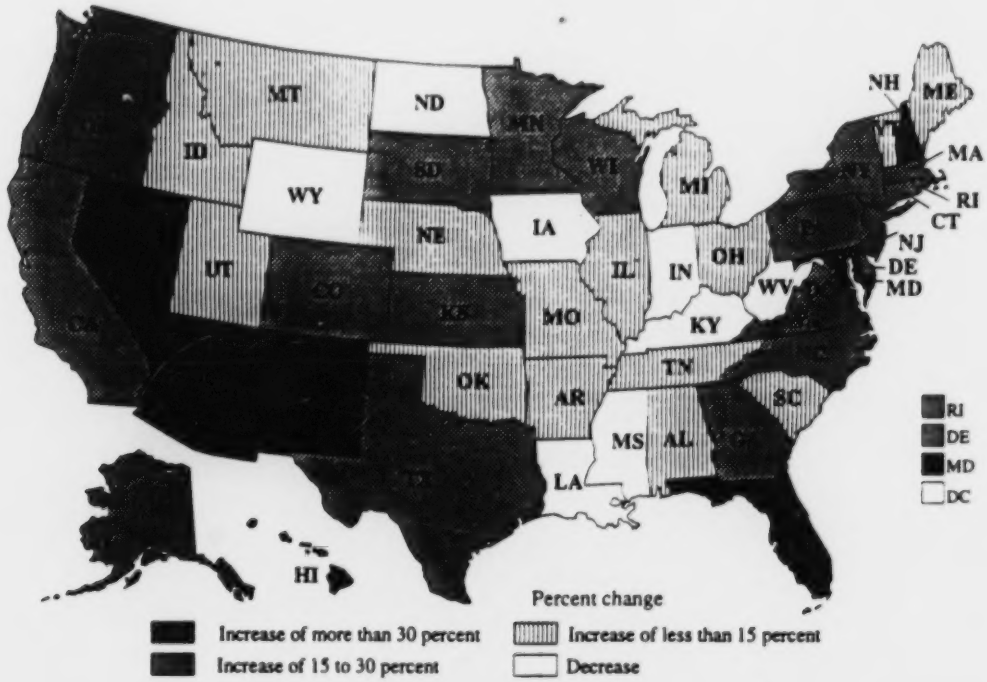
School district	State	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent change, 1996-97 to 2000-01
Broward County	Florida	216,552	226,960	237,723	249,081	259,568	19.9
Clark County	Nevada	179,169	191,971	203,805	216,937	229,672	28.2
Cypress-Fairbanks ISD	Texas	52,694	54,034	55,369	56,844	58,214	10.5
Dade County	Florida	339,197	---	---	---	384,690	13.4
Fresno County	California	76,747	77,641	77,946	77,531	77,400	0.9
Guilford County	North Carolina	58,305	---	---	---	---	---
Knox County	Tennessee	50,190	50,958	51,826	52,603	---	4.8
Los Angeles Unified	California	657,495	663,098	667,591	666,995	667,206	1.5
Mesa Unified	Arizona	71,109	73,200	74,000	76,400	---	7.4
Montgomery County	Maryland	123,777	126,969	129,443	131,658	133,574	7.9
New York City	New York	1,054,001	1,073,166	1,090,228	1,106,123	1,121,514	6.4
Northside ISD	Texas	59,145	60,003	61,280	62,612	63,582	7.5
Virginia Beach City	Virginia	77,634	79,004	81,420	82,905	83,813	8.0

ISD=Independent School District.
[1]Percent change from 1996-97 to 1999-2000.

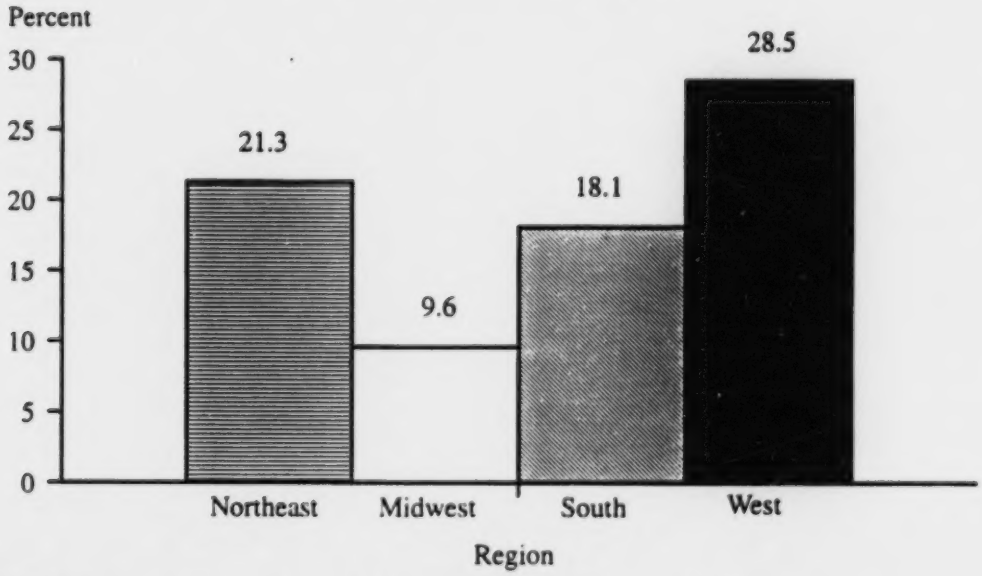
---Data not available.

SOURCE: U.S. Department of Education, derived from school district studies.

Percent change in number of public high school graduates, by state: 1996-97 to 2006-07



Percent change in number of public high school graduates, by region: 1996-97 to 2006-07



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2006*; and unpublished tabulations.

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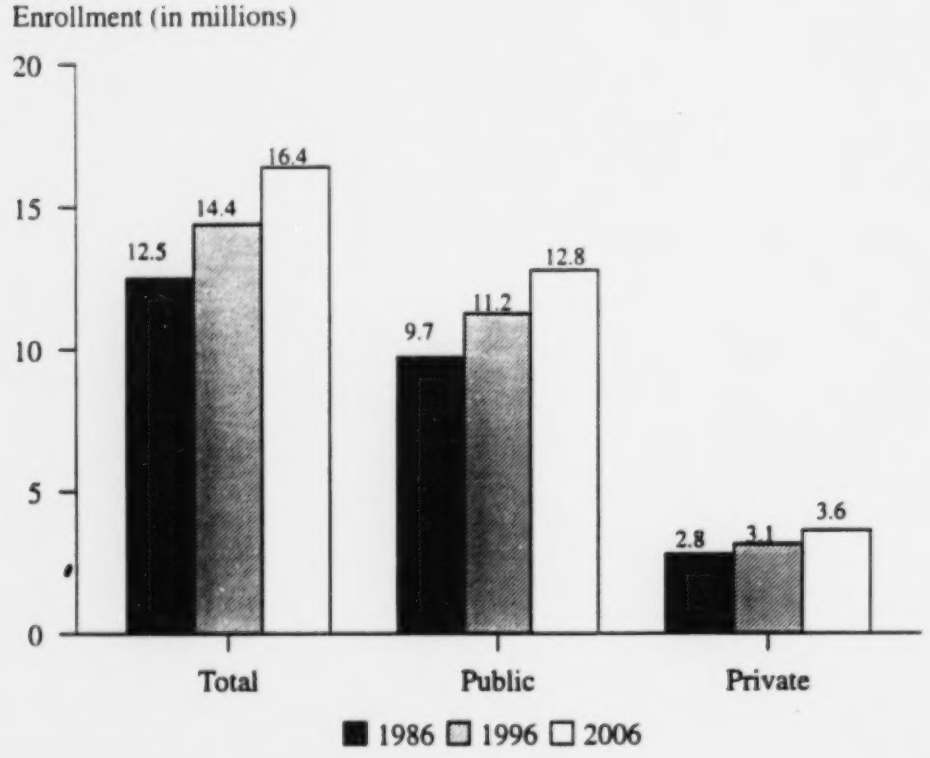
Enrollment in colleges and projections: Fall 1986 to Fall 2006

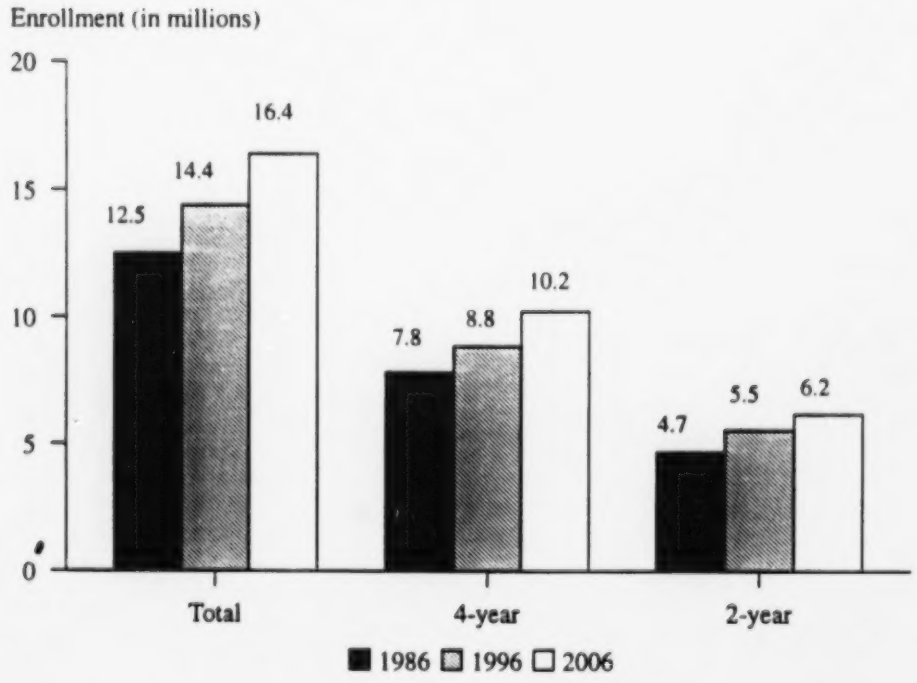


After falling slightly in recent years, college enrollment is projected to rise to 16.4 million by the year 2006, an increase of 14 percent from 1996. This will exceed the previous record of 14.5 million students in 1992.

An increase in the traditional college-age population (age 18 to 24), along with high college attendance rates, is expected to more than offset the decline in the number of 25- to 34-year-olds enrolled in college.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2006.*

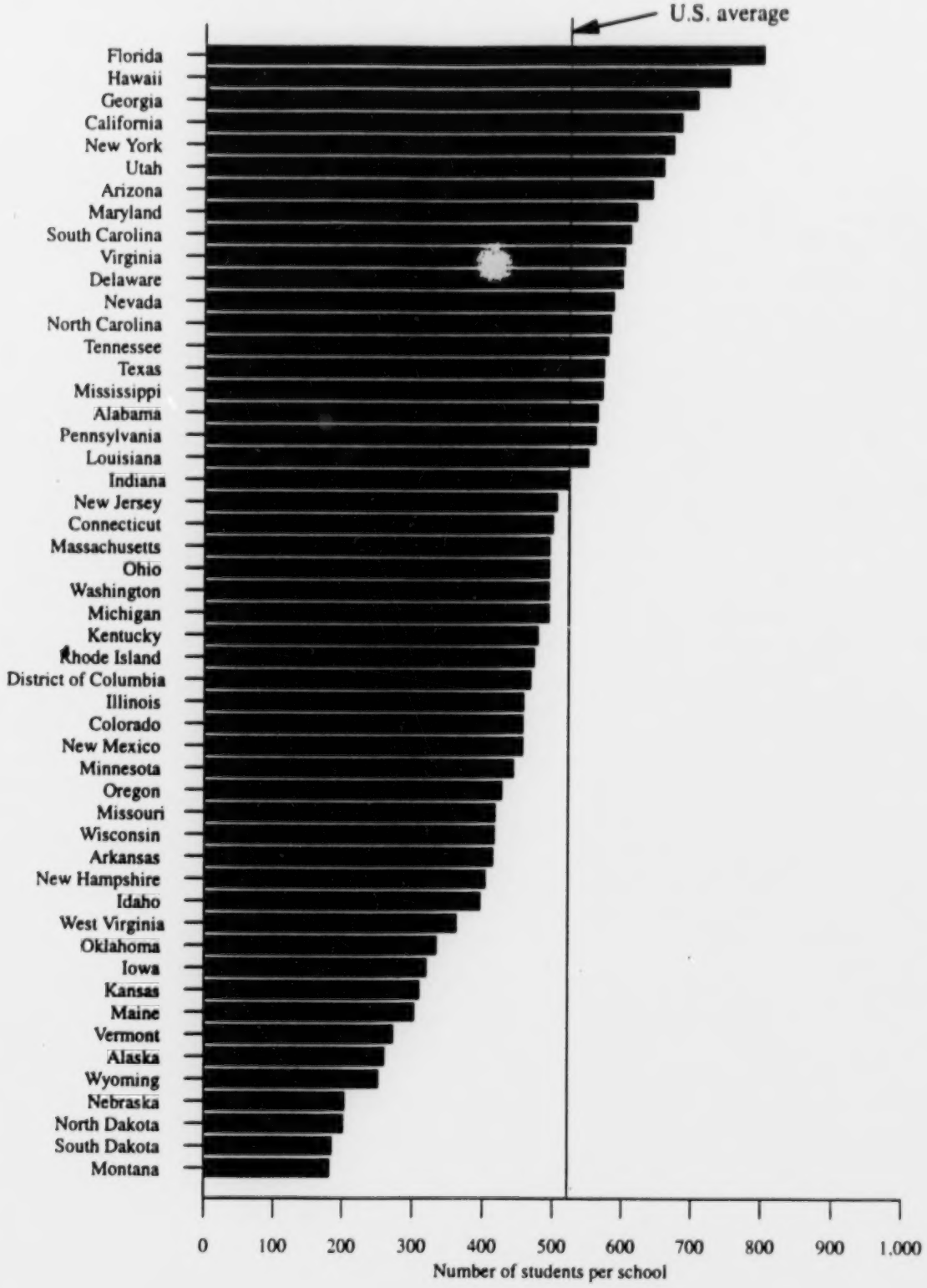
Enrollment in 2-year and 4-year colleges and projections: Fall 1986, 1996, and 2006



Between 1996 and 2006, enrollment is projected to increase 15 percent in 4-year colleges, and 11 percent in 2-year colleges. By 2006, over 10 million students are expected in 4-year institutions of higher education, and over 6 million are expected in 2-year institutions of higher education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996* (forthcoming), and *Projections of Education Statistics to 2006*.

Average number of students per school in public elementary and secondary schools, by state: 1993-94



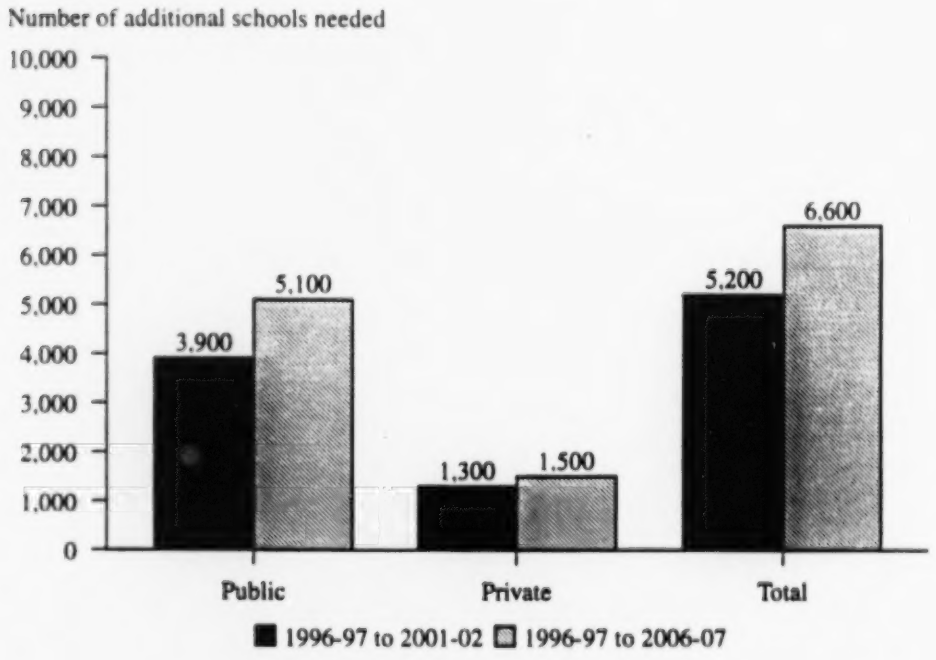
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1995*.

Average class size for teachers in self-contained classrooms and departments, by state: 1993-94

State	Self-contained classrooms, primarily elementary schools	Departmentalized structure, primarily secondary schools
Total	25.2	23.2
Alabama	23.2	23.5
Alaska	23.4	21.4
Arizona	26.7	25.3
Arkansas	21.6	21.0
California	30.1	28.9
Colorado	25.3	24.9
Connecticut	21.8	19.5
Delaware	24.8	23.7
District of Columbia	22.1	21.0
Florida	27.7	26.1
Georgia	22.8	24.0
Hawaii	23.8	22.7
Idaho	25.2	23.4
Illinois	25.5	23.5
Indiana	22.7	23.0
Iowa	24.1	21.4
Kansas	21.0	20.6
Kentucky	24.6	23.1
Louisiana	24.2	22.9
Maine	21.9	18.5
Maryland	28.7	24.4
Massachusetts	24.8	20.9
Michigan	27.6	24.8
Minnesota	26.4	25.5
Mississippi	24.4	22.6
Missouri	25.5	22.2
Montana	21.5	19.3
Nebraska	22.5	18.5
Nevada	26.9	25.9
New Hampshire	22.5	20.5
New Jersey	24.4	19.9
New Mexico	24.5	23.3
New York	24.2	23.1
North Carolina	25.7	22.5
North Dakota	22.1	19.6
Ohio	24.9	22.2
Oklahoma	23.4	20.4
Oregon	26.1	23.6
Pennsylvania	25.5	23.7
Rhode Island	23.3	21.4
South Carolina	23.6	22.2
South Dakota	20.7	21.2
Tennessee	25.5	24.8
Texas	22.4	22.1
Utah	28.7	28.3
Vermont	20.4	18.7
Virginia	23.2	21.2
Washington	28.6	25.3
West Virginia	24.0	22.3
Wisconsin	23.8	23.0
Wyoming	23.1	19.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey

Expected number of additional schools needed to accommodate increases in public and private school enrollment: 1996-97 to 2006-07

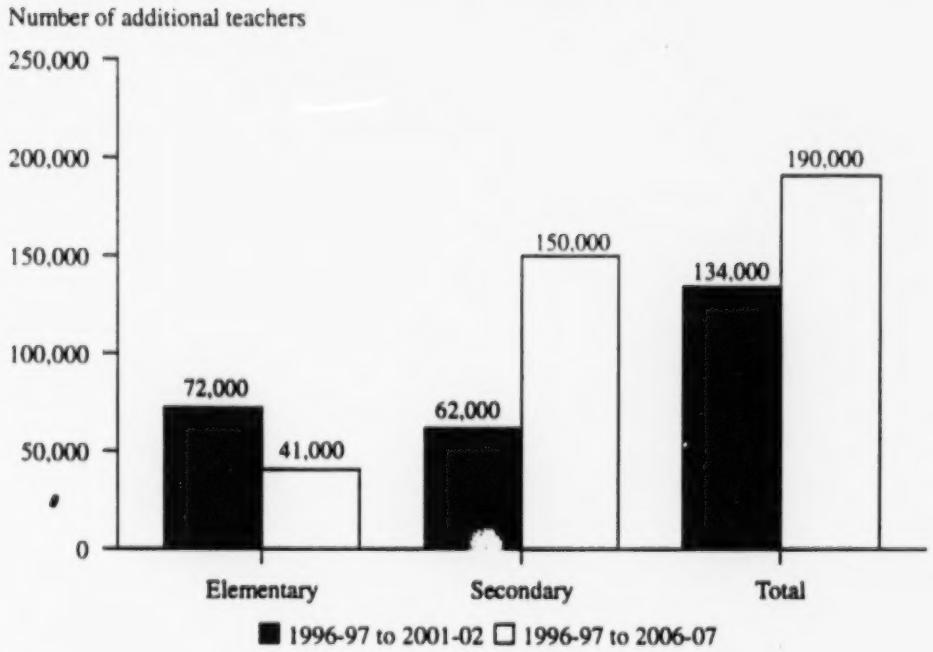


Large numbers of schools will be required through the rest of the decade to handle the influx of new students, particularly at the secondary school level. In addition, other new schools may be needed to replace older out-of-date facilities, renovations will be necessary for existing structures, and improvements will be needed to meet emerging technologies.

By the 2001-02 school year, about 5,200 more schools will be needed simply to accommodate increasing enrollment, assuming that average school sizes remain about the same. During the first years of the 21st century, fewer numbers of additional schools will be needed in response to enrollment increases, although the need for replacement and upgraded facilities will remain.

SOURCE: U.S. Department of Education, National Center for Education Statistics, based on *Projections of Education Statistics to 2006;* and *Digest of Education Statistics, 1996* (forthcoming).

Expected number of additional teachers needed to instruct increases in public and private school enrollment: 1996-97 to 2006-07

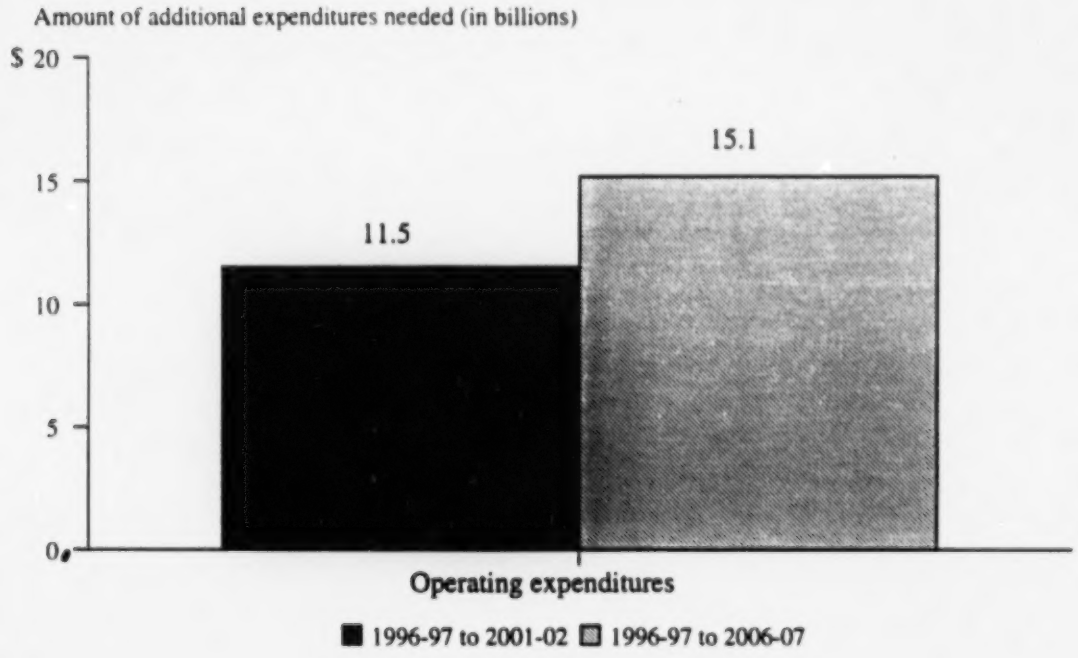


Tens of thousands of teachers will be needed to instruct the additional students resulting from enrollment increases. By the 2001-02 school year, about 134,000 more teachers will be required in order to maintain current pupil-teacher ratios, in addition to hundreds of thousands of teachers needed due to retirement and to replace those that leave the teaching profession. (For example, about 175,000 teachers left the teaching profession between 1990-91 and 1991-92.)

As the current large elementary school population moves into high school, it will drive up the need for secondary school teachers so that demand for additional secondary teachers will be strong during the early years of the 21st century.

SOURCE: U.S. Department of Education, National Center for Education Statistics, based on *Projections of Education Statistics to 2006*; and *Digest of Education Statistics, 1996* (forthcoming).

Amount of additional annual operating expenditures needed for increases in public elementary and secondary school enrollment: 1996-97 to 2006-07

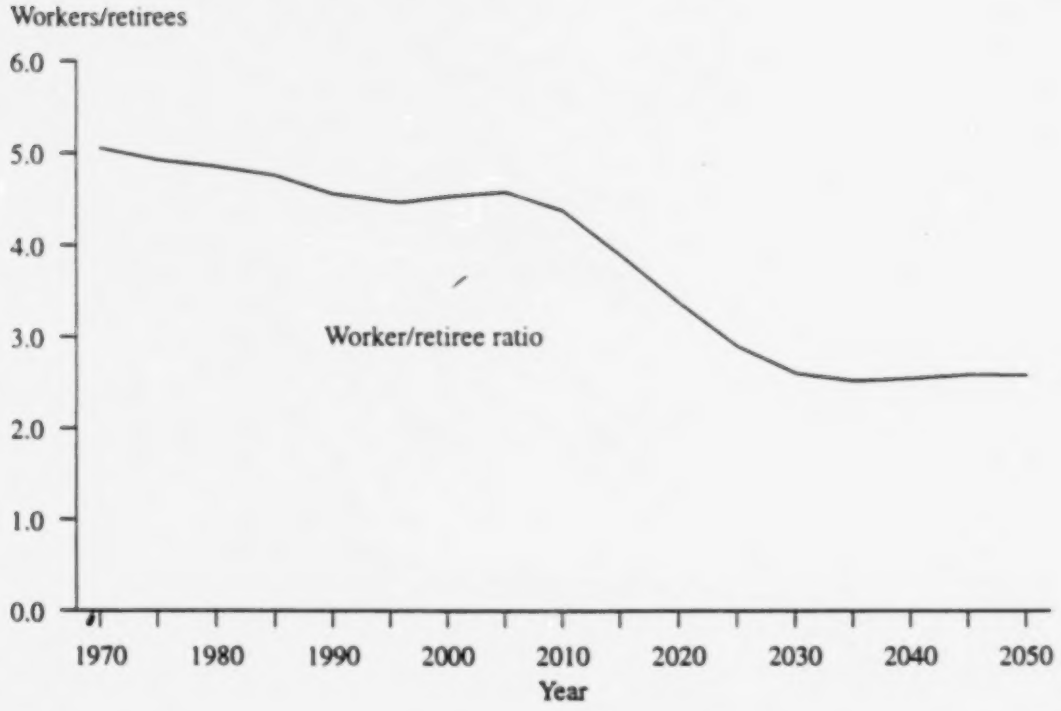


In order to maintain current levels of expenditures per public school student, billions of dollars will be required before the end of the 20th century to instruct increasing numbers of elementary and secondary school students.

For example, in order to maintain current levels of expenditures per student, rising annual spending by governments will be required, reaching about $12 billion for the 2001-02 school year. By 2006-07, spending levels that are $15 billion (in 1995-96 dollars) higher than today will be required to maintain current levels of per pupil expenditures. These increases do not include capital expenditures for new school facilities or any adjustments to keep pace with inflation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, based on *Projections of Education Statistics to 2006*; and *Digest of Education Statistics, 1996* (forthcoming).

Ratio of working-age population (ages 21 to 64) to retirement-age population (65 and older): 1970 to 2050



As the population of the United States ages over the next 40 years, the number of people of retirement age (65 and older) will more than double, compared to an increase of 23 percent for the number of working age (21 to 64) people.

The ratio of workers to retirees will fall until around 2030, when the current "baby boom echo" reaches mature working age. Between 2030 and 2050, the ratio of workers to retirees will stabilize around 2.6.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*, P25-1130.

General Projection Methodology

Total enrollment is projected for years 1996 and beyond using expected grade retention rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the Bureau of the Census; and historical and projected economic data from DRI/McGraw-Hill Economic Forecasting Service. Grade retention rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade retention rates were projected using exponential smoothing. State-level public school enrollment projections were based on the grade retention rate and the enrollment rate methods, yielding a composite projection that takes into account shifts in state migration patterns. For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections which assumes a fertility rate of 2.09 births per woman by the year 2006, a net immigration of 820,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with DRI/McGraw-Hill's trend forecast scenario.

For more information on the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2006*, pages 123 through 185.

Estimates of future needs for additional teachers, schools, and expenditures, were derived by assuming current levels of pupil-teacher ratios, average school sizes, and expenditures per student. Future levels of current expenditures were determined by multiplying the 1995-96 level of current expenditures per public school pupil by projections of fall public school enrollment. Future numbers of teachers were determined by dividing projections of the total fall elementary and secondary enrollment by the 1995-96 pupil teacher ratio. Future numbers of schools were determined by dividing projections of the total fall elementary and secondary enrollment by the 1993-94 average enrollment per school.

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR RELEASE
August 21, 1996

Contact: David Thomas
(202) 401-1579

SCHOOL ENROLLMENTS TO HIT ALL-TIME RECORD

A record 51.7 million students will enter the nation's classrooms this fall, U.S. Secretary of Education Richard W. Riley said today.

According to a special back-to-school report, prepared by the Education Department's National Center for Education Statistics, this year's enrollments will eclipse the previous mark set in 1971 of 51.3 million students in public and private elementary and secondary schools. Increases are expected to continue over the next decade, reaching 54.6 million in the year 2006.

Riley said that nationwide about 190,000 additional teachers and some 6,000 more schools will be needed over the next 10 years to accommodate what demographers call "the baby boom echo" -- the children of the so-called baby boom generation who are now in school.

"Obviously, these increases are placing a serious demand on schools and the communities that invest in them," Riley said. "California, for example, can expect to add some half a million students to its high schools over the next decade, a 33 percent increase in enrollment in a state that already has one of the highest average class sizes in the country."

In addition to California, other states expected to experience an overall jump of more than 10 percent in enrollments over the next decade are Alabama, Alaska, Delaware, Hawaii, Maryland, Oregon and Washington. In all, 33 states will have rising enrollments, mostly in the Far West and Southeast. Seventeen states and the District of Columbia can expect a decrease.

"Unlike the 1960s when the end of the enrollment boom was soon in sight, this current increase is a long, slow, rising wave," Riley said, "and we see no immediate fall off. We are only at the midpoint and we have ten more years of growth ahead."

-MORE-

Our mission is to ensure access to education and to promote educational excellence throughout the Nation.

"Portable classrooms or double sessions are not realistic answers to a long-term, persistent growth in the number of students. In some parts of the country school officials are now facing a serious challenge -- how to serve significantly more students, while investing in new technologies and continuing the drive toward higher academic standards and a well-prepared teaching staff."

As an example, Riley cited the Clark County School District in Nevada, where enrollments have nearly doubled over the past ten years. Superintendent Brian Cram reports that the county will open 15 new schools in the next two years to accommodate the new students.

The report cites four factors that account for today's rising enrollments: a delay in marriage and child bearing among baby boomers, a higher birth rate among minorities, immigration, and students staying in school longer.

Riley noted that high school enrollment will increase by 15 percent nationwide over the next decade and the number of students attending America's colleges will grow by some 2 million -- reaching 16.4 million by the year 2006.

"As with every challenge, new opportunities will be created," Riley said. "If we rise to the occasion, by providing all students with the skills and knowledge demanded by the jobs of the next century, we can expect rising incomes and solid economic growth. After all, today's students will become the workers that support retirees in the future."

According to the report, the ratio of workers to retirees will continue to drop, from about 5 to 1 in 1970 before the influx of new workers stabilizes the ratio around 2030 at about 2.6 to 1.

"Now is the time to invest in America's future," Riley said. "We need a record-breaking number of parents and other caring adults to invest the time, energy and resources it will take to raise our children right. It's time for America to go back to school and get involved."

The special report on the baby boom echo is available on the department's homepage at http://www.ed.gov/NCES/pubs [as of Wednesday morning].

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A BACK TO SCHOOL SPECIAL REPORT:
THE BABY BOOM ECHO
11 a.m., August 21, 1996

News conference participants:

Pascal D. Forgione, Jr.
Commissioner of Education Statistics

Richard W. Riley
U.S. Secretary of Education

Brian Cram
Superintendent, Clark County, Nev., School District
(Las Vegas)

Mamie Starr
Chair, Coalition for Adequate School Housing
of California

Alvin Wilbanks
Superintendent, Gwinnett County, Ga., Public Schools

Paul Vance
Superintendent, Montgomery County, Md., Public Schools

U.S. Department of Education
Room 2411
600 Independence Ave., SW
Washington, DC 20202

Statement of
Richard W. Riley
U.S. Secretary of Education*

A BACK TO SCHOOL SPECIAL REPORT:
THE BABY BOOM ECHO
August 21, 1996

Good morning. I am pleased today to present this report on the "The Baby Boom Echo." This fall we will set a new national record with 51.7 million children in our nation's public and private schools -- breaking the record set 25 years ago in 1971.

We've come a long way since 1971. In 1971, Congress lowered the voting age to 18, "All in the Family " won the Emmy for best comedy series, and Charles Reich's, The Greening of America was America's best selling book.

Today, we look to the future. As this report notes, we are only at the mid-point of a long, slow rising wave -- at the halfway point -- of a 20 year trend of rising enrollments. By the year 2006, America's schools will have to educate 54.6 million children -- almost 3 million more than today.

In the next ten years, we will have to build more than 6,000 schools, hire an additional 190,000 teachers, and be prepared to invest in our children's education in so many other ways. I view this as a great challenge and a unique and positive opportunity. If ever there was a time to have a "golden era" for American education it is now.

American science is probing life on Mars Many more Americans are getting "on line" and becoming part of this new Information era. We are starting to see a positive trend line when it comes to raising standards. Many more young people, for example, are taking the tough core courses -- 52 percent, up from 14 percent in 1982. And all over America people are tuned into the value of a getting a college education.

* The Secretary may depart from prepared remarks

As this report notes four key factors account for rising enrollments. The most significant is the delay in marriage and child bearing among baby boomers. A second factor is a high birth rate among African-Americans, Hispanic-Americans, Asian-Americans and other minorities.

Immigration represents a third factor. School districts in our nation's "gateway" cities -- New York, Los Angeles, and Miami -- have been the very first to address this issue. Finally, and this is very positive -- we have many more young people going to pre-school or kindergarten and or staying in school to get their diploma's. In 1995, 90 percent of 5-year-olds were enrolled in some form of early childhood education, and 61 percent of all 4-year-olds were already learning their ABC's. And the drop-out rate continues to go down.

California, Texas, Washington, Georgia, Virginia, North Carolina and New Jersey are some of the key states that need to brace for the wave in the years ahead in terms of sheer numbers. And, as this report notes -- we will have many more young people in our nation's high schools. Public high school enrollment will increase by 15 percent in the next ten years.

Six states -- Maryland, Arizona, New Mexico, Florida, Nevada, and New Hampshire --will see an increase of 30 percent or more in the number of high school graduates. Here in the Washington area -- both Virginia and Maryland -- will have their hands full when it comes to increasing high school enrollments.

Now, being a teenager in America in 1996 is not as simple as it use to be when I was growing up. Our young people have to worry about AIDS, drugs, peer pressure and a pop culture that can just about be overwhelming when it comes to values. So my message to parents today is quite simple -- get connected -- talk to your children -- don't let them drift away. Your children need your strength, your guidance and your time.

I have had a lot of conversations with the President in the last year about the future of American education. The President has a real sense of "future preference" -- of getting ready for the future. His $5 billion school construction initiative, his proposal to make two years of college as universal as four years of high school -- what we call Hope Scholarships -- and his targeted $10,000 middle class tax deduction to help families pay for college -- all of these proposals and others -- are the building blocks that we need to put in place today to get America ready for its future.

Now, some people are going to look at all these young people whom we have to educate and throw their hands up in the air. Well, I don't think that way. I have seven wonderful grandchildren and I want them -- and all the young people in America -- to have a bright and positive future.

I want to speak directly to all grand-parents today -- the issue of educating these children must be as important to you as it is to young families. We need everyone involved and supporting education.

And that starts with a first-class education -- getting the basics down -- learning to read well by the end of third grade -- getting computers into the class room -- taking the tough courses -- going to safe and drug free schools -- and learning basic American values.

And I can tell you this -- if we invest in these children today -- if we give all of them a first class education -- they will be working hard in the years ahead when baby boomers move toward retirement. We can't prepare for America's future by cutting education today.

Let me now turn to Brian Cram, the School Superintendent of Clark County, Nevada -- that's Las Vegas for some of you. I had the pleasure two years ago to visit Las Vegas and tour several very exciting schools. But even two years ago, Clark County was hard pressed to keep up with rising enrollments.